IEP Blue Ribbon IEP Task Force Meeting
September 16, 2002

Priority Issue 1: Lack of Consistency Across the State in IEP Template and Process

<u>Recommended Activity 1</u>:

Group 1:
   Review SELPA template and make recommendations.

Group 2:
   Propose a standardized IEP template (including all elements in #4, #5, #6, and #7) and areas required by federal legislation (i.e., IDEA).

Group 3:
   Review SELPA IEP template and review for components #4 and #6l

Group 4:
   Agree to a statewide template (after input from all stakeholder groups) that fulfills all requirements, including CASEMIS.

<u>Recommended Activity 2</u>:

Group 1:
   Develop training for all members of the IEP team.

Group 2:
   Provide training for all stakeholders.

Group 3:
   Review No Child Left Behind and implications for the IEP when guidelines become available.

Group 4:
   Translate the IEP template into multiple languages (#5)

<u>Recommended Activity 3</u>:

Group 1:
   Promote effective team/collaboration in the IEP process.

Group 2:
   Explore advantages/disadvantages of the impact of the IEP process and implementation of IEP components on student learning (i.e., evaluation criteria).

Group 3:
   Consider training on facilitation process and participation; Identify key participants for training.

Group 4:
   Provide training on IEP participation (teachers, parents, administrators, etc.)

Priority Issue 2: Time and Money

<u>Recommended Activity 1</u>:

Group 1:
Collaboratively advocate for full funding at the state and national level.

Group 2:
Advocate with legislators at the federal and state level for adequate funding for special education (e.g., call Governor Davis with copy to Kerry Mazzoni to sign AB 1907 now — governor@governor.ca.gov; advocate regarding IDEA reauthorization issues during the year).

Group 3:
Make creative use of staff (include #10, #15, and #12).

Group 4:
Identify and promote best practices (e.g., create a product) on the utilization of teacher time at the elementary and middle/high school level to create a collaborative staff model (i.e., team members given bimonthly time for staff meetings) with the purpose to improve student outcomes and compliance.

<u>Recommended Activity 2</u>:

Group 1:
Identify issues—best practices/creative options (e.g., what works and where).

Group 2:
Explore fiscal models from other states identified by OSEP as effective to identify and promote best practices.

Group 3:
Explore No Child Left Behind for flexible funding and supplemental service provision process (described like an IEP—explore whether staff paid for extra time).

Group 4:
Advocate for adequate funding/policies.

<u>Recommended Activity 3</u>:

Group 1:
Reduce class size.

Group 2:
None

Group 3:
Explore what is working (e.g., what OSEP identifies as effective programs)—see #13, #14, #16, #18, and #19.

Group 4:
None

Priority Issue 3: Coordination of Services/Agencies

<u>Recommended Activity 1</u>:

Group 1:
Identify agencies/partners and determine their scope of services (#2):
Determine what services/agencies available (#6, #7)
Clarify roles (#8)

Group 2:
Explain existing interagency agreements and what agencies are available (#2 and #7)

Group 3:
Identify agencies; determine scope of services; clarify roles (#2, #6, #7, and #8).

Group 4:
Determine what services and agencies are available and how they can help; Explore existing agencies; and identify agencies/partners and their scope of services and roles of their agencies.

<u>Recommended Activity 2</u>:

Group 1:
Develop interagency agreement between education and other agencies (#10; similar to Activity 2 for Group 1).

Group 2:
Identify agencies/partners and determine their scope of services; determine what services and supplemental aides are available (#2 and #6)

Group 3:
Promote best practices (#12).

Group 4:
Promote best practices/models; gather other agency models.

<u>Recommended Activity 3</u>:

Group 1:
None

Group 2:
None

Group 3:
Develop state model of interagency work that can be transferred to the local level.

Group 4:
Make recommendations to the CDE, Governor and legislature based on conclusions from the above three activities.

Priority Issue 4: Transition planning – Between levels and at the secondary level

Recommended Activity 1:

Group 1:
Identify transition issues at each level (with emphasis on the IEP process)—Inter-level (primary, middle, junior high, and high school), inter-program (residential to SDC, SDC to resource, and resource to general education), and post secondary.

Group 2:
Identify transition needs/issues at each level and look at materials (policies) already available (#1 and #12).

Group 3:
Identify transition issues at each level and support communication at each transition level (grade levels).

Group 4:
Identify transition issues and look at materials available (#1 and #2).

Recommended Activity 2:

Group 1:
Determine an effective strategy to disseminate to the IEP teams.

Group 2:
Coordinate with other agencies to determine services available.

Group 3:
Develop standardized transition processes and forms at every level (i.e., infant to preschool, preschool to K, elementary to junior high, and junior high to high school).

Group 4:
Address transition at all levels of the IEP. Make transition discussion a regular part of IEP meetings.

Issue 5: Lack of training for parents, teachers, administrators, and school staff

Recommended Activity 1:

Group 1:
Identify what training exist, who is conducting them, and if there are any gaps and barriers to training (e.g., rural, language, etc.).

Group 2:
Identify and publish the best IEP trainings available.

Group 3:
Always use cultural sensitivity filter in trainings (#13).

Group 4:
Provide training for all school personnel (#2, #9, #11, #12, and #13).

Recommended Activity 2:

    Group 1:
        Promote collaborative effort to provide trainings that exist; promote these trainings; and develop training that don't exist and address barriers.

    Group 2:
        Promote PTIs, FRCs, and FECs.

    Group 3:
        Provide training on the role of IEP members and issues that are key issues around due process, etc. (# 3 and #4).

    Group 4:
        Develop a list of parent resources and training sessions.

Recommended Activity 3:

    Group 1:
        None

    Group 2:
        None

    Group 3:
        Promote awareness of what exists (e.g., FEC, PAI).

    Group 4:
        None

Recommended Activity 4:

    Group 1:
        None

    Group 2:
        None

    Group 3:
        Provide training on all aspects of special education (#2, #9, #11, and #12).

    Group 4:
        None